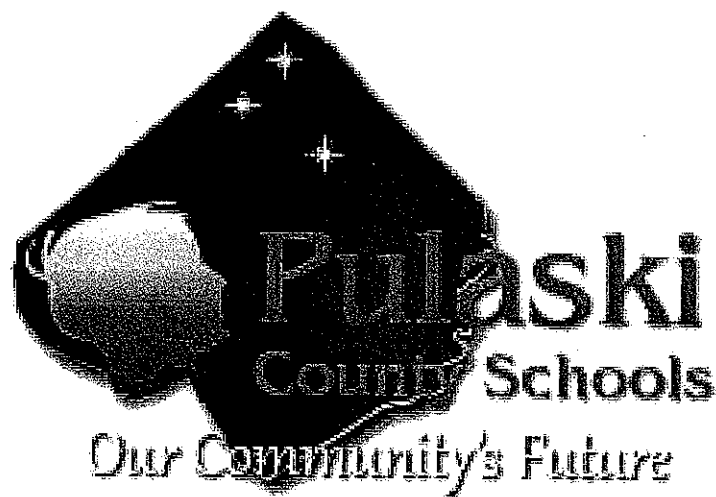


# *Certified Personnel Evaluation Plan Handbook*

*2010-2012*



*Steve Butcher  
Superintendent*

The Pulaski County Board of Education does not discriminate on the basis of race, color, national origin, sex, disability, age, religion, or marital status in training activities or employment practices in accordance with Title VI or the Civil Right Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Right Act of 1964, and the Americans with Disabilities Act of 1990.

# **Certified Personnel Evaluation Plan 2010-2012**

**Pulaski County Schools  
501 University Drive  
P O Box 1055  
Somerset, Kentucky 42502**

**Steve Butcher, Superintendent, Certified Personnel  
Evaluation Plan Contact**

## **Evaluation Review Committee Members**

### **Administrators**

**Lisa Black  
Principal, Eubank Elementary**

**Angela Murphy  
Principal, Northern Middle**

**Troy Dotson  
Principal, Southern Middle**

**Patrick Richardson  
Principal, Southwestern High**

### **Teachers**

**Donna Petrey  
Eubank Elementary**

**Debbie Wilson  
Northern Middle**

**Brett McQueary  
Southern Middle**

**Rod McAninch  
Southwestern High**

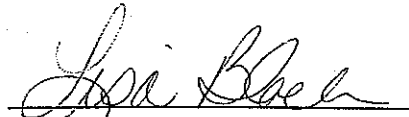
**Telephone Number: (606) 679-1123  
Fax: 679-1438**

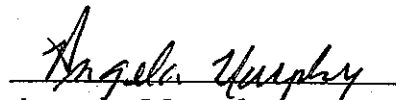
Certified Personnel  
Evaluation Review  
Committee Meeting


Thursday, November 4, 2010  
2:30 PM

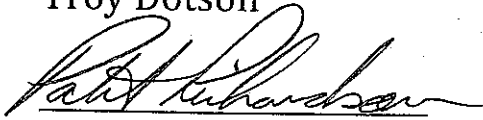
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Administrators:

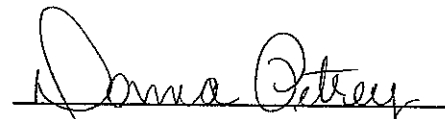
  
Lisa Black

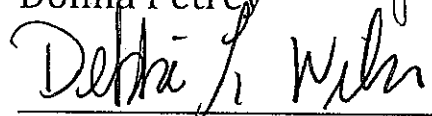
  
Angela Murphy

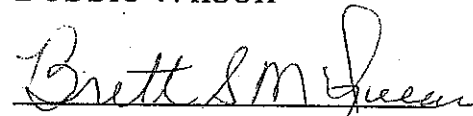
  
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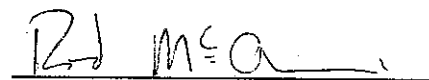
  
Patrick Richardson

Teachers:

  
Donna Petrey

  
Debbie Wilson

  
Brett McQueary

  
Rod McAninch

## EVALUATIONS

1. ANNUAL INSERVICE SESSIONS FOR EVALUATORS
2. TEACHERS HAVE ANNUAL REVIEW OF THE PROCESS
  - A. NON-TENURE CYCLE – FORMATIVE AND SUMMATIVE EVALUATIONS ANNUALLY
  - B. TENURE CYCLE
    1. EVERY THREE YEARS ON A ROTATING CYCLE, OR
    2. AS OFTEN AS THE ADMINISTRATION DEEMED NECESSARY, OR
    3. UPON TEACHER REQUEST
  - C. ANNUAL GROWTH PLANS ARE TO BE PREPARED AND DISCUSSED WITH SUPERVISOR BY SEPTEMBER 15.
3. RESULTS OF SUMMATIVE EVALUATIONS TO BE HELD WITH NON-TENURE TEACHERS BEFORE APRIL 1, FOR TENURE PERSONNEL BEFORE MAY 1, AND JUNE 15 FOR ADMINISTRATION PERSONNEL.
4. ALL SUMMATIVE EVALUATION REPORTS DUE IN CENTRAL OFFICE BY JUNE 15.

## TIMELINES

July 15: Administrative Orientation

No later than 30 days after employment:

1. Orientation for Evaluation Plan
2. Complete Preparation of Growth Plan
3. Explanation to and discussion with all Certified Personnel no later than the end of the first month of reporting for employment for each school year.

December 15: First observation for non-tenured teachers

April 15: Completion of observation cycle for non-tenured personnel

May 1: Complete all other evaluations

June 15: All Administrative Evaluations to Central Office

## Assurances

### Certified School Personnel Evaluation Plan

The Pulaski County School District hereby assures the Commissioner of Education that:

This evaluation plan was developed by an evaluating committee composed of an equal number of teachers and administrators.

The evaluation process and criteria for evaluation will be explained to and discussed with all certified personnel annually within one month of reporting for employment. This shall occur prior to the implementation of the plan. The evaluation of each certified staff member will be conducted or supervised by the immediate supervisor of the employee.

All certified employees shall develop an Individual Professional Growth Plan (IGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR 3:345. The IGP will be reviewed annually.

All administrators, to include the superintendent and non-tenured teachers will be evaluated annually.

All tenured teachers will be evaluated a minimum of once every three years.

Each evaluator will be trained and approved in the use of appropriate evaluation techniques and the use of local instruments and procedures.

Each person evaluated will have both formative and summative evaluations with the evaluator regarding his/her performance.

The local evaluation plan provides for the right to a hearing as to every appeal, an opportunity to review all documents presented to the evaluation appeals panel, and a right to presence of evaluatee's chosen representative.

The evaluation plan process will not discriminate on the basis of race, national origin, religion, marital status, sex, or disability.

This evaluation plan will be reviewed as needed and any substantive revisions will be submitted to the Department of Education for approval.

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on November 9, 2010.

Steve Butcher  
Signature of District Superintendent

11-10-10  
Date

Bill White  
Signature of Chairperson, Board of Education

11-10-10  
Date

## PURPOSE

In compliance with KRS 156.557, all employees are required to hold a valid certificate by the Kentucky Department of Education to perform their functions. They shall be evaluated according to the policy set forth in the Certified Personnel Evaluation Plan of Pulaski County.

The purpose of these evaluations is to improve instruction, provide a measure of performance accountability to citizens of Pulaski County, and provide encouragement, incentives and strategies for certified employees to improve their performance and to support individual personnel decisions.

All certified employees will have an opportunity to receive copies of their evaluations, and if they desire to do so, may submit written comments on the evaluations.

In the event an employee disagrees with the summative evaluation, he/she has the right to appeal the evaluation findings or procedures utilized to the Pulaski Certified Personnel Evaluation Appeals Panel. This appeal must be in writing and submitted to the Chairperson of the Appeals Panel within five (5) instructional days of the date of the summative report. See Board Policy #03.18 and Administrative Procedure 03.18 AP 21, ....  
11.

## PHILOSOPHY

Effective performance based teacher and administrator evaluation is an important component of the Pulaski County School System's commitment to provide each individual with the opportunity to develop his or her potential. Performance based teacher/administrator evaluation is an on-going process that requires time and commitment from both the teachers and administrators. The process is developed and implemented in an atmosphere of mutual trust and respect for the roles of teachers and administrators.

Performance based teacher/administrator evaluation includes criteria that are objective and research based. Effective evaluation includes identification of strengths and abilities and provides direction, strategies and opportunity for professional growth and development. A fair and objective evaluation system includes an appeal process.

The primary purpose of performance based teacher/administrator evaluation is to enhance student learning through the improvement of instruction. Successful performance based evaluation includes commitment of resources to instructional improvement.

## PROCEDURES

The performance based teacher/administrator evaluation system includes a formative evaluation phase. The FORMATIVE phase includes a scheduled and unscheduled classroom observation, as well as building observations and non-classroom or building related data. A pre-observation conference will occur prior to scheduled observations only. Formative evaluation is designed to help teachers and administrators improve performance by providing feedback on performance.

A post-observation conference will be conducted within five (5) School or working days of the observation. The conference will include discussion of performance criteria and direction for professional growth. Professional Growth Plans for enhancing performance and proficiency in the position assigned will be developed by each certified employee of the district and shall be aligned with school/district improvement plans. The Growth Plan shall be reviewed annually with the primary supervisor.

The Summative Evaluation Report is a composite of the information obtained through the Formative phase and will serve as a basis for administrative decision making. A Summative Evaluation Report will be completed for a non-tenured teacher EACH YEAR. For tenured teachers, two Formatives and a Summative Evaluation Report will be completed at least once every three years as necessary to best serve the instructional process. All three of these instruments can be completed within the same year. A Summative Evaluation Report shall be completed for administrators annually.

The Certified Personnel Evaluation Plan shall be reviewed as needed to ensure compliance and make any necessary revisions to enhance the effectiveness of performance evaluation.

## PERFORMANCE BASED EVALUATION PROCESS

The following is an example of the procedures for performance based evaluation. The process begins with training/orientation for administrators and teachers; continues with the formative phase designed for improvement of instruction; and culminates in the Summative Evaluation Report which becomes a part of the individual personnel file of each employee.

### 1. Orientation

Administrators shall have a review to ensure the consistency and quality of the administrator's skills.

Certified Personnel shall have within one month of reporting for employment review of the process, procedures, and forms utilized. The role of evaluatee and evaluator shall be understood by all.

2. All certified personnel will be subject to evaluation. Approved forms must be used and will become part of the official personnel file.
3. Formal evaluation (filing of summative evaluation report) will be completed by the evaluator following a minimum of two observations, one scheduled and one unscheduled, for non-tenured teachers. Tenured teachers shall be observed with a summative evaluation report being completed during the cycle. A dialogue shall follow each classroom/site observation between the evaluator and evaluatee to communicate the evaluator's observations of performance. This conference shall occur within five school days of the observation. The formative observation form shall be completed for each observation and a copy provided the evaluatee.
4. Principals whose school is served by an itinerant teacher may contribute to the evaluation process of that itinerant teacher.
5. Scheduled classroom/site observations shall be preceded by a pre-observation conference between the evaluatee and the evaluator to discuss the activities and objectives planned for the day and time of observation. The Pre-Observation Worksheet shall be completed and returned to the evaluator prior to the observation.
6. Results of summative evaluations shall be communicated via an evaluator/evaluatee conference held on or before April 15, for non-tenured personnel, May 1 for tenured personnel, and June 15 for administrative personnel.
7. A copy of the Summative Evaluation Form shall be given to the teacher as well as all Formative Observation Reports. Evaluatees have the opportunity to respond in writing to the Summative Evaluation. All Summative Evaluations are filed in the personnel files at the Superintendent's office. Principals shall keep the Formative Evaluation Forms on file in the principal's office. All evaluation information is held in strict confidence between the evaluator, the evaluatee and the central office. Confidentiality shall be maintained.
8. A professional growth plan shall be developed by September 15 of each year for each certified person and aligned with the school/district improvement plans. The growth plan shall be individualized and includes goals and objectives for enrichment and development by the person being evaluated with the assistance of the evaluator. The growth plan shall be reviewed annually by the primary evaluator and certified person. The Superintendent's Professional Growth Plan shall be developed and reviewed annually with the board of education.

Corrective Action Plans will be developed for all does not meet indicators.

9. Employees who do not meet the established standard following full implementation of the evaluation cycle will be subject to appropriate personnel action.



10. All Summative Evaluation Reports shall be due in the Central Office by May 1.
11. All evaluators shall be certified evaluators of teachers or administrators and comply with requirements of continuing certification according to 704 KAR 3:345.
12. Pulaski County Certified Personnel Evaluation APPEALS Panel shall consist of two members elected by the certified employees of the district and one member appointed by the Board of Education. Certified employees who feel they were not fairly evaluated may submit an appeal to the panel for a timely review.

Length of Term – The terms shall be staggered, for the 2000 - 2001 school year, the person receiving the highest number of votes shall serve a two year term while the second highest shall serve a one year term. For ensuing years a new member will be elected for a two year period. The persons with the next highest totals shall serve as alternates. The year begins July 1 and ends June 30. If an appeal is pending at the end of a panel members term, said member shall complete the appeal before leaving the panel.

13. The immediate supervisor of the certified school employee shall be designated the primary evaluator. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator. If requested by the teacher, observations by another teacher trained in the teacher's content area or curriculum content specialist shall be provided. The selection of the third party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. A teacher who exercises this option shall do so, in writing, to the evaluator, by not later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and the evaluatee have not agreed upon the selection of the third party observer within five working days of the teacher's written request, the evaluator shall select the third party observer.

### PROCEDURAL GUIDELINES PULASKI COUNTY APPEALS PANEL HEARING

The purposes of these hearings are to determine if the evaluation plan process and guidelines have been followed and to ascertain whether the content of the summative evaluation is substantially correct or incorrect. The employee may appeal to the panel within five (5) working days of the receipt of the Summative Evaluation. (Board Policy 03.18 AP21)

1. Both the evaluatee and evaluator shall submit three copies of the documentation to be reviewed by the appeals panel in the presence of all three members.
2. The members of the appeals committee will be the only persons to review the documentation. All documentation will be locked in a secure

place in the central office except during appeals panel meetings. Confidentiality will be maintained. Copies of the documentation will be available to both parties at the hearing.

3. The panel will meet, review all documents, discuss, and prepare questions to be asked of each party by the chair and set time and place of the hearing. Additional questions may be posed by panel members during the hearing.
4. The evaluatee and evaluator will be given the opportunity to review all documents presented to the panel five (5) working days prior to the hearing.
5. The hearing will be held at a time and place set by the panel. The evaluatee and evaluator will be notified of said time and invited to appeal before the panel, respond to the panel and to answer questions from the panel.
6. Right to presence of evaluatee's chosen representative.
7. For official records the hearing will be audio taped and a copy provided to both parties if requested in writing.
8. Only panel members, the evaluatee and evaluator, and legal counsel will be present at the hearing.
9. Witnesses may be presented, but will be called in one at a time and will not be allowed to observe the proceedings.
10. The following procedures will be followed during the hearing:
  - a. Chairperson will convene hearing, cover procedures, and clarify the responsibility of the panel.
  - b. Each party will be allowed to make an opening statement of claim. The evaluatee will begin.
  - c. The panel may question the evaluatee and evaluator.
  - d. Each party will be asked to make closing remarks.
  - e. The chairperson of the panel will make closing remarks.
11. The panel will deliberate and issue its written findings within ten (10) working days of the hearing.
12. The decision of the panel may include, but not be limited to upholding all parts of the evaluation, voiding the appeal, voiding the evaluation or parts of it, directing another evaluator to observe, directing the Summative be removed from the personnel file and a copy of written findings from panel placed in file.

## PERFORMANCE BASED EVALUATION CRITERIA

**Standard 1: Demonstrates Professional Leadership: The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.**

- 1.1 Builds positive relationships with and between school and community.
- 1.2 Promotes leadership potential in colleagues.
- 1.3 Participates in professional organizations and activities
- 1.4 Writes and speaks effectively.
- 1.5 Contributes to the professional knowledge and expertise about teaching and learning.
- 1.6 Guides the development of curriculum and instructional materials.
- 1.7 Participates in policy design and development at the local school; within professional organizations, and/or within community organizations with educationally related activities.
- 1.8 Initiates and develops educational projects and programs.
- 1.9 Practices effective listening, conflict resolution, and group facilitation skills as a team member.
- 1.10 Demonstrates punctuality and good attendance for all duties. ✓
- 1.11 Adheres to school board policies and administrative procedures. ✓
- 1.12 Adheres to the state professional Code of Ethics. ✓

**Standard 2: Demonstrates Knowledge of Content: The teacher demonstrates content knowledge within own discipline(s) and in application(s) to other disciplines.**

- 2.1 Communicates a breadth of content knowledge across the disciplines(s) to be taught.
- 2.2 Communicates a current knowledge of discipline(s) taught.
- 2.3 Demonstrates a general knowledge that allows for integration of ideas and information across the discipline.
- 2.4 Demonstrates an overall knowledge of one's discipline(s) that allows the teacher to teach to the students' ability levels and learning styles.
- 2.5 Connects content knowledge to real-world applications.
- 2.6 Plans lessons and develops instructional material that reflect knowledge of current constructs and principles of the discipline(s) being taught.
- 2.7 Analyzes sources of factual information for accuracy.
- 2.8 Presents content in a manner that reflects sensitivity to a multicultural and global perspective.
- 2.9 Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction.

**Standard 3: Designs/Plans Instruction:** The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- 3.1 Focuses instruction on one or more of Kentucky's learning goals and academic expectations.
- 3.2 Develops instruction that requires students to apply knowledge, skills, and thinking processes.
- 3.3 Integrates skills, thinking processes, and content across disciplines.
- 3.4 Creates and uses learning experiences that challenge, motivate, and actively involve the learner.
- 3.5 Creates and uses learning experiences that are developmentally appropriate for learners.
- 3.6 Develops and incorporates strategies that address physical, social, and cultural needs that show sensitivity to differences.
- 3.7 Arranges the physical classroom to support the types of teaching and learning that are to occur.
- 3.8 Includes creative and appropriate use of technologies (e.g. audiovisual equipment, computers, lab equipment, etc.) to improve student learning.
- 3.9 Develops and implements appropriate assessment processes.
- 3.10 Secures and uses a variety of appropriate school and community resources to support learning.
- 3.11 Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful, and creative.
- 3.12 Uses knowledge acquired from past teaching experiences to anticipate instructional challenges.

**Standard 4: Creates/Maintains Learning Climate:** The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- 4.1 Communicates with and challenges students in a supportive manner and provides students with constructive feedback.
- 4.2 Maintains positive classroom interaction by establishing appropriate expectations during group activities.
- 4.3 Shows consistent sensitivity to individuals and responds to students objectively.
- 4.4 Shows flexibility and creativity in the development of classroom processes and instructional procedures.
- 4.5 Locates and organizes materials and equipment to create an enriched multimedia environment.

- 4.7 Uses a variety of classroom management techniques that foster individual responsibility and cooperation.
- 4.8 Analyzes and changes the classroom to accommodate a variety of instructional strategies.
- 4.9 Works with colleagues to develop an effective learning climate within the school.

**Standard 5: Implements/Manages Instruction: The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.**

- 5.1 Communicates specific goals and high expectations for learning.
- 5.2 Connects learning with student's prior knowledge, experiences and backgrounds, and aspirations for future roles.
- 5.3 Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned.
- 5.4 Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences.
- 5.5 Provides opportunities for students to increase their knowledge of cultural similarities and differences.
- 5.6 Stimulates students to reflect on their own ideas and those of others.
- 5.7 Uses appropriate questioning strategies to help students solve problems and think critically.
- 5.8 Manages student examination of social issues relative to course content, possible responses, and associated consequences.
- 5.9 Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction.
- 5.10 Presents differing viewpoints when integrating knowledge and experiences across disciplines.
- 5.11 Makes effective use of media and technologies.
- 5.12 Makes efficient use of physical and human resources and time.
- 5.13 Provides opportunities for students to use and practice what is learned.
- 5.14 Identifies student misconceptions; provides guidance; and offers students continuous feedback on progress toward expectations.

**Standard 6: Assesses and Communicates Learning Results: The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.**

- 6.1 Selects and uses appropriate assessments.
- 6.2 Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity.
- 6.3 Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program.
- 6.4 Provides opportunities for students to assess and improve their performance based on prior assessment results.
- 6.5 Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate.
- 6.6 Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students.

**Standard 7: Reflects/Evaluates Teaching/Learning: The teacher reflects on and evaluates teaching/learning.**

- 7.1 Assesses and analyzes the effectiveness of instruction.
- 7.2 Makes appropriate changes to instruction based upon feedback, reflection, and assessment results.
- 7.3 Assesses programs and curricula; proposes appropriate recommendations and needed adjustments.

**Standard 8: Collaborates with Colleagues/Parents/Others: The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.**

- 8.1 Initiates collaboration with others and relates situations where collaboration with others will enhance student learning.
- 8.2 Discusses with parents, students and others the purpose and scope of the collaborative effort
- 8.3 Articulates expectations for each collaborative event, e.g., time lines and responsibilities.
- 8.4 Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution.
- 8.5 Secures and makes use of school and community resources that present differing viewpoints.

- 8.6 Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds.
- 8.7 Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects.
- 8.8 Analyzes previous collaborative experiences to improve future Experiences
- 8.9 Assesses students' special needs and collaborates with school services and community agencies to meet those needs.

**Standard 9: Engages in Professional Development: The teacher evaluates own overall performance in relation to Kentucky's learner goals and implements a professional development plan.**

- 9.1 Establishes priorities for professional growth.
- 9.2 Analyzes student performance to help identify professional development needs.
- 9.3 Solicits input from others in the creation of individual professional development plans.
- 9.4 Applies to instruction the knowledge, skills, and processes acquired through professional development.
- 9.5 Modifies own professional development plan to improve instructional performance and to promote student learning.

**Standard 10: Demonstrates Implementation of Technology: The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.**

- 10.1 Operates a multimedia computer and peripherals to install and use a variety of software.
- 10.2 Uses terminology related to computers and technology appropriately in written and verbal communication.
- 10.3 Demonstrates knowledge of the use of technology in business, industry, and society.
- 10.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connection and installations.
- 10.5 Creates multimedia presentations using scanners, digital cameras, and video cameras.
- 10.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.

- 10.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.
- 10.8 Requests and uses appropriate assistive and adaptive devices for students with special needs.
- 10.9 Designs lessons that use technology to address diverse student needs and learning styles.
- 10.10 Practices equitable and legal use of computers and technology in professional activities.
- 10.11 Facilitates the lifelong learning of self and others through the use of technology.
- 10.12 Explores, uses, and evaluates technology resources, software, applications, and related documentation.
- 10.13 Applies research-based instructional practices that use computers and other technology.
- 10.14 Uses computers and other technology for individual, small group, and large group learning activities.
- 10.15 Uses technology to support multiple assessments of student learning.
- 10.16 Instructs and supervises students in the ethical and legal use of technology.



# FORMATIVE CONFERENCE FORM

*Pulaski County School District*

## ANALYSES OF PERFORMANCE AND BASES FOR INDIVIDUAL PROFESSIONAL GROWTH PLAN/SUMMATIVE EVALUATION

(Evaluator and evaluatee discuss and complete prior to developing the teacher's professional growth plan and summative evaluation instruments. This analyses document is the summary of data collected for formative purposes such as observations, professional development activities, portfolio entries, products, units of study, etc.)

Evaluatee/Observer \_\_\_\_\_ Content Area \_\_\_\_\_ Grade(s) \_\_\_\_\_

Evaluator/Observer \_\_\_\_\_ Position \_\_\_\_\_

Date of Conference (Analyses) \_\_\_\_\_ School \_\_\_\_\_

Standards/Performance Criteria	1.7 Participates in policy design and development at the local school, within community organizations with educationally related activities.
Standard 1: Demonstrates Professional Leadership	
1.1 Builds positive relationships with and between school and community.	1.8 Initiates and develops educational projects and programs.
1.2 Promotes leadership potential in colleagues.	1.9 Practices effective listening, conflict resolution, and group facilitation skills as a team member.
1.3 Participates in professional organization and activities.	1.10 Demonstrates punctuality and good attendance for all duties.
1.4 Writes and speaks effectively.	
1.5 Contributes to the professional knowledge and expertise about teaching and learning.	1.11 Adheres to school board policies and administrative procedures.
1.6 Guides the development of curriculum and instructional materials.	1.12. Adheres to the state professional Code of Ethics.
OVERALL RATING FOR FORMATIVE EVALUATION FORM (Ratings: More than one (1) can be checked.)	<input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet

### COMMENTS

## FORMATIVE CONFERENCE FORM

Standards/Performance Criteria	2.6 Plans lessons and develops instructional material that reflect knowledge of current constructs and principles of the discipline(s) being taught.
Standard 2: Demonstrates Knowledge of Content	
2.1 Communicates a breadth of content knowledge across the discipline(s) to be taught.	2.7 Analyzes sources of factual information for accuracy.
2.2. Communicates a current knowledge of discipline(s) taught.	2.8 Presents content in a manner that reflects sensitivity to a multicultural and global perspective.
2.3 Demonstrates a general knowledge that allows for integration of ideas and information across the discipline.	2.9 Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction.
2.4 Demonstrates an overall knowledge of one's discipline(s) that allows the teacher to teach to the students' ability levels and learning styles.	
2.5 Connects content knowledge to real-world applications.	
OVERALL RATING FOR FORMATIVE EVALUATION FORM (Ratings: More than one (1) can be checked.)	<input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet
<div style="text-align: center; margin-bottom: 10px;">COMMENTS</div>	

## FORMATIVE CONFERENCE FORM

Standards/Performance Criteria	3.7. Arranges the physical classroom to support the types of teaching and learning that are to occur.
Standard 3: Designs/Plans Instruction	3.8. Includes creative and appropriate use of technologies (e.g. audiovisual equipment, computers, lab equipment, etc.) to improve student learning.
3.1. Focuses instruction on one or more of Kentucky's learning goals and academic expectations.	
3.2. Develops instruction that requires students to apply knowledge, skills, and thinking processes.	3.9. Develops and implements appropriate assessment processes.
3.3. Integrates skills, thinking processes, and content across disciplines.	3.10. Secures and uses a variety of appropriate school and community resources to support learning.
3.4. Creates and uses learning experiences that challenge, motivate, and actively involve the learner.	3.11. Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful, and creative.
3.5. Creates and uses learning experiences that are developmentally appropriate for learners.	
3.6. Develops and incorporates strategies that address physical, social, and cultural needs that show sensitivity to differences.	3.12. Uses knowledge acquired from past teaching experiences to anticipate instructional challenges.
OVERALL RATING FOR FORMATIVE EVALUATION FORM (Ratings: More than one (1) rating can be checked.)	<input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet
COMMENTS	

## FORMATIVE CONFERENCE FORM

Standards/Performance Criteria	4.5 Locates and organizes materials and equipment to create an enriched multimedia environment.
Standard 4: Creates/Maintains Learning Climate	
4.1 Communicates with and challenges students in a supportive manner and provides students with constructive feedback.	4.6 Encourages and supports individual and group inquiry.
4.2 Maintains positive classroom interaction by establishing appropriate expectations during group activities.	4.7 Uses a variety of classroom management techniques that foster individual responsibility and cooperation.
4.3 Shows consistent sensitivity to individuals and responds to students objectively.	4.8 Analyzes and changes the classroom to accommodate a variety of instructional strategies.
4.4 Shows flexibility and creativity in the development of classroom processes and instructional procedures.	4.9 Works with colleagues to develop an effective learning climate within the school.
OVERALL RATING FOR FORMATIVE EVALUATION FORM (Ratings: More than one (1) rating can be checked.)	<input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet
COMMENTS	

WHITE COPY—School

PINK COPY—Employee

## FORMATIVE CONFERENCE FORM

Standards/Performance Criteria	5.7 Uses appropriate questioning strategies to help students solve problems and think critically.
Standard 5: Implements/Manages Instruction	5.8 Manages student examination of social issues relative to course content, possible responses, and associated consequences.
5.1 Communicates specific goals and high expectations for learning.	
5.2 Connects learning with student's prior knowledge, experiences and backgrounds, and aspirations for future roles.	5.9 Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction.
5.3 Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned.	5.10 Presents differing viewpoints when integrating knowledge and experiences across disciplines.
5.4 Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences.	5.11 Makes effective use of media and technologies.
	5.12 Makes efficient use of physical and human resources and time.
5.5 Provides opportunities for students to increase their knowledge of cultural similarities and differences.	5.13 Provides opportunities for students to use and practice what is learned.
5.6 Stimulates students to reflect on their own ideas and those of others.	5.14 Identifies student misconceptions; provides guidance; and offers students continuous feedback on progress toward expectations.
OVERALL RATING FOR FORMATIVE EVALUATION FORM (Ratings: More than one (1) rating can be checked.)	<input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet
<div style="text-align: center; margin-bottom: 10px;">COMMENTS</div>	

WHITE COPY—School

PINK COPY—Employee

## FORMATIVE CONFERENCE FORM

Standards/Performance Criteria	6.4 Provides opportunities for students to assess and improve their performance based on prior assessment results.
Standard 6: Assesses and Communicates Learning Results	
6.1 Selects and uses appropriate assessments.	
6.2 Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity.	6.5 Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate.
6.3 Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program.	6.6 Communicates expectations, criteria for assessment, student progress and student strengths, and weaknesses to parents and students.
OVERALL RATING FOR FORMATIVE EVALUATION FORM (Ratings: more than one (1) can be checked.)	<input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet
<div style="text-align: center; margin-bottom: 10px;">COMMENTS</div>	

## FORMATIVE CONFERENCE FORM

Standards/Performance Criteria	7.2 Makes appropriate changes to instruction based upon feedback, reflection, and assessment results.
Standard 7: Reflects/Evaluates Teaching/Learning	7.3 Assesses programs and curricula; proposes appropriate recommendations and needed adjustments.
7.1 Assesses and analyzes the effectiveness of instruction.	
OVERALL RATING FOR FORMATIVE EVALUATION FORM (Ratings: More than one (1) can be checked.)	<input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet

COMMENTS

## FORMATIVE CONFERENCE FORM

Standards/Performance Criteria	8.5 Secures and makes use of school and community resources that present differing viewpoints.
Standard 8: Collaborates with Colleagues/ Parents/Others	8.6 Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds.
8.1 Initiates collaboration with others and relates situations where collaboration with others will enhance student learning.	8.7 Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects.
8.2 Discusses with parents, students, and others the purpose and scope of the collaborative effort.	8.8 Analyzes previous collaborative experiences to improve future experiences.
8.3 Articulates expectations for each collaborative event, e.g., time lines and responsibilities.	8.9 Assesses students' special needs and collaborates with school services and community agencies to meet those needs.
8.4 Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution.	
OVERALL RATING FOR FORMATIVE EVALUATION FORM (Ratings: More than One (1) can be checked.)	<input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet
<div style="text-align: center; margin-bottom: 10px;">COMMENTS</div>	



## FORMATIVE CONFERENCE FORM

Standards/Performance Criteria	9.3 Solicits input from others in the creation of individual professional development plans.
Standard 9: Engages in Professional Development	9.4 Applies to instruction the knowledge, skills, and processes acquired through professional development.
9.1 Establishes priorities for professional growth.	9.5 Modifies own professional development plan to improve instructional performance and to promote student learning.
9.2 Analyzes student performance to help identify professional development needs.	
OVERALL RATING FOR FORMATIVE EVALUATION FORM (Ratings: More than one (1) can be checked.)	<input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet

COMMENTS

WHITE COPY—School    PINK COPY—Employee

## FORMATIVE CONFERENCE FORM

Standards/Performance Criteria	10.8 Requests and uses appropriate assistive and adaptive devices for students with special needs.
Standard 10: Demonstrates Implementation of Technology	10.9 Designs lessons that use technology to address diverse student needs and learning styles.
10.1 Operates a multimedia computer and peripherals to install and use a variety of software.	10.10 Practices equitable and legal use of computers and technology in professional activities.
10.2 Uses terminology related to computers and technology appropriately in written and verbal communication.	10.11 Facilitates the lifelong learning of self and others through the use of technology.
10.3 Demonstrates knowledge of the use of technology in business, industry, and society.	10.12 Explores, uses, and evaluates technology resources software, applications, and related documentation.
10.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.	10.13 Applies research-based instructional practices that use computers and other technology.
10.5 Creates multimedia presentations using scanners, digital cameras, and video cameras.	10.14 Uses computers and other technology for individual, small group, and large group learning activities.
10.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.	10.15 Uses technology to support multiple assessments of student learning.
10.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.	10.16 Instructs and supervises students in the ethical and legal use of technology.
OVERALL RATING FOR FORMATIVE EVALUATION FORM (Ratings: More than one (1) Rating can be checked.)	<input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet
COMMENTS	

WHITE COPY—School PINK COPY—Employee

## FORMATIVE CONFERENCE FORM

COMMENTS

EVALUATOR SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

EVALUATEE SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

WHITE COPY—School PINK COPY—Employee

Tenured ☐  
Non-Tenured ☐

# *Pulaski County School District* **SUMMATIVE EVALUATION FOR TEACHERS**

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conference, and other documentation.)

Evaluatee \_\_\_\_\_ Grade/Content Area \_\_\_\_\_

Evaluator \_\_\_\_\_ Position \_\_\_\_\_

School \_\_\_\_\_

Date(s) of Observation(s)	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Date(s) of Observation(s)	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>

## **RATINGS**

### **Teachers Standards:**

	MEETS	IMPROVEMENT NEEDED	*DOES NOT MEET
1. Demonstrates Professional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Demonstrates Knowledge of Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Designs/Plans Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Creates/Maintains Learning Climate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Implements/Manages Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Assesses and Communicates Learning Results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Reflects/Evaluates Teaching/Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Collaborates with Colleagues/Parents/Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Engages in Professional Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Demonstrates Implementation of Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### **OVERALL RATING**

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐ 6. ☐ 7. ☐ 8. ☐ 9. ☐ 10. ☐

Evaluatee's Comments: \_\_\_\_\_  
\_\_\_\_\_

Evaluator's Comments: \_\_\_\_\_  
\_\_\_\_\_

### **TO BE SIGNED AFTER ALL INFORMATION ABOVE HAS BEEN COMPLETED AND DISCUSSED:**

Evaluatee ☐ Agree with this summative evaluation  
☐ Disagree with this summative evaluation

Signature \_\_\_\_\_ Date \_\_\_\_\_

Evaluator \_\_\_\_\_  
Signature \_\_\_\_\_ Date \_\_\_\_\_

Opportunities for appeal processes at both the local and state levels are a part of Pulaski County School District evaluation plan.

### **EMPLOYMENT RECOMMENDATION TO CENTRAL OFFICE:**

- ☐ Meets teacher standards for re-employment.  
☐ Does not meet teacher standards for re-employment.

Certified employees must make their appeals to this summative evaluation within the time frames mandated in 704 KAR 3:345, Sections 7, 8, 9, and the local district plan.

\*Any rating in the DOES NOT MEET column requires the development of an Individual Corrective Action Plan with the implementation of Standard # \_\_\_\_\_.

White Copy – Central Office

Pink Copy – School  
14

Yellow Copy – Employee

rkb/pcsd/11/00SumEval

(SAMPLE)

**EVALUATION STANDARDS AND PERFORMANCE CRITERIA  
FOR EDUCATION ADMINISTRATORS**

The following performance evaluation standards and performance criteria are the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders that were adopted by the Education Professional Standards Board as part of the procedures for obtaining administrative certification in Kentucky.

*Review the following standard titles and descriptions of each:*

<b>ISLLC Evaluation Standards for Education Administrators</b>	
<b>1. <u>Vision</u></b>	A school administrator is an educational leader who promotes the success of all students by <b>facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.</b>
<b>2. <u>School Culture and Learning</u></b>	A school administrator is an educational leader who promotes the success of all students by <b>advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</b>
<b>3. <u>Management</u></b>	A school administrator is an educational leader who promotes the success of all students by <b>ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.</b>
<b>4. <u>Collaboration</u></b>	A school administrator is an educational leader who promotes the success of all students by <b>collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.</b>
<b>5. <u>Integrity, Fairness, Ethics</u></b>	A school administrator is an educational leader who promotes the success of all students by <b>acting with integrity, fairness, and in an ethical manner.</b>
<b>6. <u>Political, Economic, Legal</u></b>	A school administrator is an educational leader who promotes the success of all students by <b>understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.</b>

ISLLC  
**Evaluation Standards and Performance Criteria  
for Education Administrators**

*(All performance criteria may not apply to all administrative positions.)*

**Standard 1: Vision**

A school administrator is an educational leader who promotes the success of all students by **facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.**

**Performances** – The administrator facilitates processes and engages in activities ensuring that:

- 1.1 the vision and mission of the school are effectively communicated to staff, parents, students, and community
- 1.2 the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities
- 1.3 the core beliefs of the school vision are modeled for all stakeholders
- 1.4 the vision is developed with and among stakeholders
- 1.5 the contributions of school community members to the realization of the vision are recognized and celebrated
- 1.6 progress toward the vision and mission is communicated to all stakeholders
- 1.7 the school community is involved in school improvement efforts
- 1.8 the vision shapes the educational programs, plans, and actions
- 1.9 an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated.
- 1.10 assessment data related to student learning are used to develop the school vision and goals
- 1.11 relevant demographic data pertaining to students and their families are used in developing the school mission and goals
- 1.12 barriers to achieving the vision are identified, clarified, and addressed
- 1.13 needed resources are sought and obtained to support the implementation of the school mission and goals
- 1.14 existing resources are used in support of the school vision and goals
- 1.15 the vision, mission and implementation plans are regularly monitored, evaluated and revised

**Standard 2: School Culture and Learning**

A school administrator is an educational leader who promotes the success of all students by **advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.**

**Performances** – The administrator facilitates process and engages in activities ensuring that:

- 2.1 all individuals are treated with fairness, dignity, and respect
- 2.2 professional development promotes a focus on student learning consistent with the school vision and goals
- 2.3 students and staff feel valued and important
- 2.4 the responsibilities and contributions of each individual are acknowledged
- 2.5 barriers to student learning are identified, clarified, and addressed
- 2.6 diversity is considered in developing learning experiences
- 2.7 life long learning is encouraged and modeled
- 2.8 there is a culture of high expectations for self, student, and staff performance
- 2.9 technologies are used in teaching and learning
- 2.10 student and staff accomplishments are recognized and celebrated
- 2.11 multiple opportunities to learn are available to all students
- 2.12 the school is organized and aligned for success
- 2.13 curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined
- 2.14 curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies
- 2.15 the school culture and climate are assessed on a regular basis
- 2.16 A variety of sources of information is used to make decisions
- 2.17 student learning is assessed using a variety of techniques
- 2.18 multiple sources of information regarding performance are used by staff and students
- 2.19 A variety of supervisory and evaluation models is employed
- 2.20 pupil personnel programs are developed to meet the needs of students and their families

### **Standard 3: Management**

A school administrator is an educational leader who promotes the success of all students by **ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment**

**Performances** – The administrator facilitates processes and engages in activities ensuring that

- 3.1 knowledge of learning, teaching, and student development is used to inform management decisions
- 3.2 operational procedures are designed and managed to maximize opportunities for successful learning
- 3.3 emerging trends are recognized, studied, and applied as appropriate
- 3.4 operational plans and procedures to achieve the vision and goals of the school are in place
- 3.5 collective bargaining and other contractual agreements related to the school are effectively managed
- 3.6 the school plant, equipment, and support systems operate safely, efficiently, and effectively
- 3.7 time is managed to maximize attainment of organizational goals
- 3.8 potential problems and opportunities are identified
- 3.9 problems are confronted and resolved in a timely manner
- 3.10 financial, human, and material resources are aligned to the goals of schools
- 3.11 the school acts entrepreneurially to support continuous improvement
- 3.12 organizational systems are regularly monitored and modified as needed
- 3.13 stakeholders are involved in decisions affecting schools
- 3.14 responsibility is shared to maximize ownership and accountability
- 3.15 effective problem-framing and problem-solving skills are used
- 3.16 effective conflict resolution skills are used
- 3.17 effective group-process and consensus-building skills are used
- 3.18 effective communication skills are used
- 3.19 there is effective use of technology to manage school operations
- 3.20 fiscal resources of the school are managed responsibly, efficiently, and effectively
- 3.21 A safe, clean, and aesthetically pleasing school environment is created and maintained
- 3.22 human resource functions support the attainment of school goals
- 3.23 confidentiality and privacy of school records are maintained

### **Standard 4: Collaboration**

A school administrator is an educational leader who promotes the success of all students by **collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.**

**Performances** – The administrator facilitates processes and engages in activities ensuring that:

- 4.1 high visibility, active involvement, and communication with the larger community is a priority
- 4.2 relationships with community leaders are identified and nurtured
- 4.3 information about family and community concerns, expectations, and needs is used regularly
- 4.4 there is outreach to different business, religious, political, and service agencies and organizations
- 4.5 credence is given to individuals and groups whose values and opinions may conflict
- 4.6 the school and community serve one another as resources
- 4.7 available community resources are secured to help the school solve problems and achieve goals
- 4.8 partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals
- 4.9 community youth family services are integrated with school programs
- 4.10 community stakeholders are treated equitably
- 4.11 diversity is recognized and valued
- 4.12 effective media relations are developed and maintained
- 4.13 A comprehensive program of community relations is established
- 4.14 public resources and funds are used appropriately and wisely
- 4.15 community collaboration is modeled for staff
- 4.16 opportunities for staff to develop collaborative skills are provided

### **Standard 5: Integrity, Fairness, Ethics**

A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner

**Performances** — The administrator facilitates process and engages in activities ensuring that:

- 5.1 examines personal and professional values
- 5.2 demonstrates a personal and professional code of ethics
- 5.3 demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
- 5.4 serves as a role model
- 5.5 accepts responsibility for school operations
- 5.6 considers the impact of one's administrative practices on others
- 5.7 uses the influence of the office to enhance the educational program rather than for personal gain
- 5.8 treats people fairly, equitably, and with dignity and respect
- 5.9 protects the rights and confidentiality of students and staff
- 5.10 demonstrates appreciation for and sensitivity to the diversity in the school community
- 5.11 recognized and respects the legitimate authority of others
- 5.12 examines and considers the prevailing values of the diverse school community
- 5.13 expects that others in the school community will demonstrate integrity and exercise ethical behavior
- 5.14 opens the school to public scrutiny
- 5.15 fulfills legal and contractual obligations
- 5.16 applies laws and procedures fairly, wisely, and considerately

### **Standard 6: Political, Economic, Legal**

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

**Performances** — The administrator facilitates process and engages in activities ensuring that:

- 6.1 the environment in which schools operate is influenced on behalf of students and their families
- 6.2 communications occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate
- 6.3 there is ongoing dialogue with representatives of diverse community groups
- 6.4 the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities
- 6.5 public policy is shaped to provide quality education for students
- 6.6 lines of communication are developed with decision makers outside the school community



# SUMMATIVE CONFERENCING FORM

## Education Administrators ANALYSES OF PERFORMANCE AND BASES FOR INDIVIDUAL PROFESSIONAL GROWTH PLAN SUMMATIVE EVALUATION

(Evaluator and evaluatee discuss and complete prior to developing the administrator's professional growth plan and summative evaluation instruments. This analyses document is the summary of data collected for formative purposes such as: observations, professional development activities, portfolio entries, products, work samples, reports, etc.)

Evaluatee/Observee \_\_\_\_\_ Position \_\_\_\_\_

Evaluator/Observer \_\_\_\_\_ Position \_\_\_\_\_

Date of Conference (Analyses) \_\_\_\_\_ School/Work Site \_\_\_\_\_

Standards/Performance Criteria <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	Performance/Product/Portfolio Ratings (*More than one (1) rating can be checked)			Professional Growth Activities  Discussed
	Meets	Growth Needed	Does Not Meet	
<b>1: Vision</b>				
1.1 the vision and mission of the school are effectively communicated to staff, parents, students, and community				
1.2 the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities				
1.3 the core beliefs of the school vision are modeled for all stakeholders				
1.4 the vision is developed with and among stakeholders				
1.5 the contributions of school community members to the realization of the vision are recognized and celebrated				
1.6 progress toward the vision and mission is communicated to all stakeholders				
1.7 the school community is involved in school improvement efforts				
1.8 the vision shapes the educational programs, plans, and actions				
1.9 provides opportunities that encourage collaboration among others in the use of resources				
1.10 assessment data related to student learning is used to develop the school vision and goals				
1.11 relevant demographic data pertaining to students and their families are used in developing the school mission and goals				
1.12 barriers to achieving the vision are identified, clarified, and addressed				
1.13 needed resources are sought and obtained to support the implementation of the school mission and goals				
1.14 existing resources are used in support of the school vision and goals				
1.15 the vision and implementation plans are regularly monitored, evaluated, and revised				
<b>Overall rating for Summative Evaluation Form</b>				

## SUMMATIVE CONFERENCING FORM

### Education Administrators

<b>2: School Culture and Learning -</b> <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	Meets	Growth Needed	Does Not Meet	Discussed
2.1 all individuals are treated with fairness, dignity, and respect				
2.2 Professional development promotes a focus on student learning consistent with the school vision and goals				
2.3 Students and staff feel valued and important				
2.4 the responsibilities and contributions of each individual are acknowledged				
2.5 barriers to student learning are identified, clarified and addressed				
2.6 diversity is considered in developing learning experiences				
2.7 life long learning is encouraged and modeled				
2.8 there is a culture of high expectations for self, student, and staff performance				
2.9 technologies are used in teaching and learning				
3.6 student and staff accomplishments are recognized and celebrated				
3.7 multiple opportunities to learn are available to all students				
2.12 the school is organized and aligned for success				
2.13 curriculum, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined				
3.6 curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies				
3.7 the school culture and climate are assessed on a regular basis				
3.8 a variety of sources in information is used to make decisions				
3.9 student learning is assessed using a variety of techniques				
3.6 multiple sources of information regarding performance are used by staff and students				
3.7 a variety of supervisory and evaluation models is employed				
2.20 pupil personnel programs are developed to meet the needs of students and their families				
<b>Overall rating for Summative Evaluation Form</b>				

<b>3: Management -</b> <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	Meets	Growth Needed	Does Not Meet	Discussed
3.1 knowledge of learning, teaching, and student development is used to inform management decisions				
3.2 operational procedures are designed and managed to maximize opportunities for successful learning				
3.3 emerging trends are recognized, studied, and applied as appropriate				
3.4 operational plans and procedures to achieve the vision and goals of the school are in place				
3.5 collective bargaining and other contractual agreements related to the school are effectively managed				

# SUMMATIVE CONFERENCING FORM

Education Administrators

3: Management (Con't)	Meets	Growth Needed	Does Not Meet	Discussed
3.6 the school plant, equipment, and support systems operate safely, efficiently, and effectively				
3.7 time is managed to maximize attainment of organizational goals				
3.8 potential problems and opportunities are identified				
3.9 problems are confronted and resolved in a timely manner.				
3.10 financial, human, and material resources are aligned to the goals of schools				
3.11 the school acts entrepreneurally to support continuous improvement				
3.12 organizational systems are regularly monitored and modified as needed				
3.13 stakeholders are involved in decisions affecting schools				
3.14 responsibility is shared to maximize ownership and accountability				
3.15 effective Problem-framing and problem-solving skills are used				
3.16 effective conflict resolution skills are used				
3.17 effective group-process and consensus-building skills are used				
3.18 effective communication skills are used				
3.19 there is effective use of technology to manage school operations				
3.20 fiscal resources of the school are managed responsibly, efficiently, and effectively				
3.21 a safe, clean, and aesthetically pleasing school environment is created and maintained				
3.22 human resource functions support the attainment of school goals				
3.23 confidentiality and privacy of school records are maintained				
<b>Overall rating for Summative Evaluation Form</b>				

4: Collaboration - <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	Meets	Growth Needed	Does Not Meet	Discussed
4.1 high visibility, active involvement, and communication with the larger community is a priority				
4.2 relationships with community leaders are identified and nurtured				
4.3 information about family and community concerns, expectations, and needs is used regularly				
4.4 there is outreach to different business, religious, political, and service agencies and organizations				
4.5 credence is given to individuals and groups whose values and opinions may conflict				
4.6 the school and community serve one another as resources				
4.7 available community resources are secured to help the school solve problems and achieve goals				
4.8 partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals				

**SUMMATIVE CONFERENCING FORM**  
Education Administrators

<b>4: Collaboration</b> - <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	Meets	Growth Needed	Does Not Meet	Discussed
4.1 community stakeholders are treated equitably				
4.2 diversity is recognized and valued				
4.3 effective media relations are developed and maintained				
4.4 a comprehensive program of community relations is established				
4.5 public resources and funds are used appropriately and wisely				
4.6 community collaboration is modeled for staff				
4.7 opportunities for staff to develop collaborative skills are provided				
<b>Overall rating for Summative Evaluation Form</b>				

<b>5: Integrity, Fairness, Ethics</b> - <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	Meets	Growth Needed	Does Not Meet	Discussed
5.1 examines personal and professional values				
5.2 demonstrates a personal and professional code of ethics				
5.3 demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance				
5.4 serves as a role model				
5.5 accepts responsibility for school operations				
5.6 considers the impact of one's administrative practices on others				
5.7 uses the influence of the office to enhance the educational program rather than for personal gain				
5.8 treats people fairly, equitably, and with dignity and respect				
5.9 protects the rights and confidentiality of students and staff				
5.10 demonstrates appreciation for the sensitivity to the diversity in the school community				
5.11 recognized and respects the legitimate authority of others				
5.12 examines and considers the prevailing values of the diverse school community				
5.13 Expects that others in the school community will demonstrate integrity and exercise ethical behavior				
5.14 opens the school to public scrutiny				
5.15 fulfills legal and contractual obligations				
5.16 applies laws and procedures fairly, wisely, and considerately				
<b>Overall rating for Summative Evaluation Form</b>				

<b>6: Political, Economic, Legal</b> - <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	Meets	Growth Needed	Does Not Meet	Discussed
6.1 the environment in which schools operate is influenced on behalf of students and their families				
6.2 communications occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate				
6.3 there is ongoing dialogue with representatives of diverse community groups				

## SUMMATIVE CONFERENCING FORM

Education Administrators

	Meets	Growth Needed	Does Not Meet	Discussed
6.1 the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities				
6.2 public policy is shaped to provide equality education for students				
6.3 lines of communication are developed with decision makers outside the school community				
<b>Overall rating for Summative Evaluation Form</b>				

\*This column provides for one or more rating. For example, an evaluatee might simply "meet" the performance criteria and that cell alone would be checked. Also, an evaluatee could "meet" the performance criteria yet "need growth" in a refinement/enrichment phase of professional growth; and two ratings would be checked. Likewise, one could "not meet" the performance criteria and "need growth". If the "does not meet" cell is checked, the cell "growth needed" must be checked.

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, work samples, reports developed, and other documentation.)